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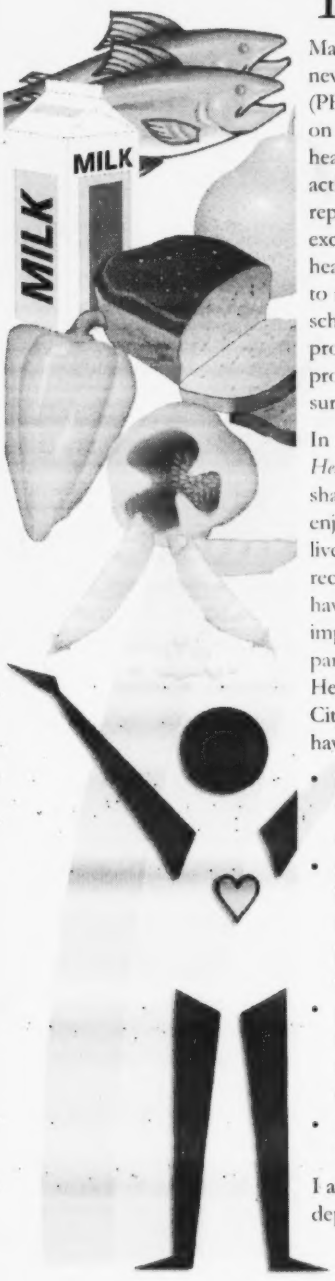
Healthy Schools Promote Active Healthy Lifestyles: A Message from the Minister



Together, we can achieve our vision of *physically active and healthy lifestyles for all students.*

Manitoba Education, Citizenship and Youth released a new combined Physical Education/Health Education (PE/HE) curriculum in 2000. The curriculum focuses on healthy decision making related to the five major health-risk areas for children and youth: physical activity, healthy eating, substance use, sexual reproductive health, and injury prevention. Many exciting initiatives are in place to support active and healthy living for all. For example, teachers have access to new curriculum support materials to enhance in-school programming, and the Healthy Schools initiative provides resources and funding that support the promotion of good health in the school and surrounding community.

In August 2004, an all-party task force, *Healthy Kids, Healthy Futures*, was initiated to ask Manitobans to share ideas on how to help children and young people enjoy the best possible health now and into their adult lives. In June 2005, it released a report that included 47 recommendations. Various government departments have begun working with their stakeholders toward implementing these recommendations. Working in partnership, Manitoba Health/Healthy Living; Culture, Heritage and Tourism; Manitoba Education, Citizenship and Youth; and Healthy Child Manitoba have already implemented the following initiatives:

- **Healthy Schools *in motion***, a provincial strategy whereby schools are challenged to build physical activity into their daily lives
- the Healthy Schools website at <www.manitoba.ca/healthyschools>, which provides information on the Healthy Schools initiative, the targeted provincial campaigns, and the key health issues that affect children and youth
- grants to schools for Healthy Living initiatives and targeted provincial campaigns for children and teens, as well as additional funding to schools that commit to becoming a **Healthy School *in motion***
- Healthy Living Challenge calendar distributed to Manitoba students in Grades 3 and 4

I am committed to working together with other departments and partner groups to support *Healthy Kids, Healthy Futures.* We will be moving ahead to implement recommendations such as

- requiring schools to develop a school food and nutrition policy
- mandating the instructional time allocated for Kindergarten to Senior 4 PE/HE
- developing the PE/HE curriculum for Senior 3 and 4
- increasing shared use of community and school facilities

I am encouraged by the many initiatives that schools and school divisions undertake to contribute to the health and well-being of our students. Innovative ways of delivering the new curriculum and of creating a healthy school culture are encouraging signs of increasing awareness of the importance of student health. I also recognize that many teachers devote countless hours to extracurricular programs.

We all have a role to play in building healthy schools that support physically active and healthy lifestyles.

Honourable Peter Bjornson
Minister of Education, Citizenship and Youth

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Update on the Manitoba K-S4 Agenda for Student Success

Priority 1, Action 2: Addressing the recommendations from *The Manitoba Special Education Review*

This issue highlights progress on the Manitoba K–S4 Agenda Priority 1: Improving outcomes especially for less successful learners. It focuses particularly on Action 2 of this priority: "Implement the recommendations from *The Manitoba Special Education Review*." It also includes some brief updates on other items of interest from the Agenda's six priorities.

Since *The Manitoba Special Education Review* was published in 1999, Manitoba Education, Citizenship and Youth has gradually implemented most of its recommendations. The Department has focused its efforts on policy development and, accordingly, published a Philosophy of Inclusion statement in 2001.

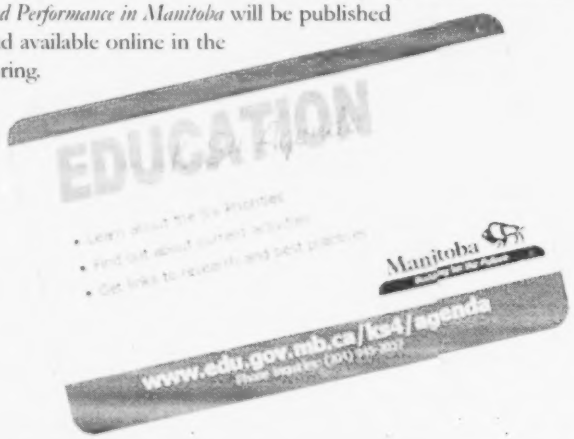
Further efforts include the introduction of Bill 13 on Appropriate Educational Programming, which was enacted into law in November 2005. The Department will release supporting regulations and policies dealing with individual educational planning, problem solving, and dispute resolution and service standards.

Manitoba Education, Citizenship and Youth has also worked on other recommendations from the Review:

- School divisions now report publicly on their Annual Plan for Student Services, and each school division makes an annual needs survey and continuum of services available on request.
- The Department has published support documents in the areas of behaviour, autism, and fetal alcohol spectrum disorder. To see copies of these documents, visit the Department website at <www.edu.gov.mb.ca/ks4/speced/documents.html>.
- Professional learning occurs in special education and in other areas. As well, there are better supports for clinicians and therapists, including a re-established training program for school psychologists.
- Funding has been increased in various categories, and the model of funding has been improved to encourage more responsiveness to special needs at the school and division level.

There is news from other areas of the K–S4 Agenda. For 2005–06, the Department is funding a Community Schools Partnership Initiative in which 15 pilot schools will work closely with community members and families to develop community school plans.

Manitoba Education, Citizenship and Youth also published a provincial review of school and division planning reports for 2003–04 and 2004–05. The 2004–05 *Profile of Student Learning and Performance in Manitoba* will be published and available online in the spring.



Links to Agenda documents and further information are available on the Agenda website at <www.edu.gov.mb.ca/ks4/agenda>.

English as a Second Language for Academic Success

Manitoba is piloting the first in a series of Senior Years EAL/ESL (English as an additional/second language) courses in the 2005–2006 school year. *English as a Second Language for Academic Success: A Course for Senior 4 ESL Learners* is designed for advanced-level EAL students who wish to further develop their academic English language skills for success in Senior Years and post-secondary education.

Through this course, students interact with content drawn from various subject areas, such as science, mathematics, and social studies, to improve reading, writing, speaking, and listening, and to enhance their use of learning strategies.

This course is structured around eight general learning outcomes and comprises five modules, each developing several student and curriculum-relevant topics, such as "Issues in Sports" and "The Impact of Technology." Each topic provides many suggestions of resources and materials, assessment and instructional strategies, and teacher notes. An attempt has been made to include as many authentic situations as possible.

Manitoba Education, Citizenship and Youth welcomes your response to the draft version of *English as a Second Language for Academic Success: A Course for Senior 4 ESL Learners* and invites you to consult the document, which can be found on the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/ks4/cur/diversity/esl/senior4/index.html>.

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New Senior Years ICT Courses

K-8	Literacy with Information and Communication Technology Developmental Continuum used to integrate ICT throughout the curricula	
Senior 1	• Applying ICT 1 • Applying ICT 2	ICT integration continues throughout Senior Years courses
Senior 2	• Computer Science 20S • Digital Film Making 25S • Digital Pictures 25S • Web Design 25S • Print Communications 25S • Spreadsheets 25S • Keyboarding 25S	
Senior 3	• Computer Science 30S • Broadcast Media 35S • 2D Animation 35S • Interactive Websites 35S • Desktop Publishing 35S • Relational Databases 35S	
Senior 4	• Computer Science 40S • New Media 45S • 3D Animation 45S	

In response to increasing integration of information and communication technology (ICT) in our schools, anticipation of future student needs, and requests from teachers and school administrators, Manitoba Education, Citizenship and Youth has developed a new curriculum framework for Senior Years ICT courses: *Senior Years Information and Communication Technology: Manitoba Curriculum Framework of Outcomes–Draft.*

This new framework, released in September 2005, lists outcomes for 15 half-credit courses for use in all Manitoba schools. It emphasizes the skills students need to solve problems, accomplish tasks, and express creativity. The courses are designed to be offered separately or integrated with other courses to meet local needs.

Effective integration of ICT into all curricula assists students in developing abilities to use, manage, and understand new technologies as those technologies evolve throughout their lives. K–8 teachers have started to adopt and use a new *Literacy with ICT Developmental Continuum*, available from Manitoba Education, Citizenship and Youth. Increasingly, students who enter Senior Years will have acquired most of the skills described in the continuum.

Some schools have already started voluntary implementation of the courses outlined in the framework. By September 2007, the new courses will replace some school-initiated courses (SICs) and some older Department-developed courses. It will still be possible to register SICs in ICT, but they will have to be substantially different than and go beyond the courses outlined in the framework. *Senior Years Information and Communication Technology: Manitoba Curriculum Framework of Outcomes–Draft* replaces the following curriculum documents:

- Computer Applications and Technology 10S (1991)
- Software Applications 30S (1993)
- Introductory Keyboarding 15G (1993)
- Advanced Keyboarding 25G (1993)
- Word Processing 30G (1993)
- Advanced Word Processing 45S (1993)

The document was mailed to all Senior Years schools in September and may be viewed at <www.edu.gov.mb.ca/ks4/cur/ict/framework.html>.

Inquiries and suggestions relating to the content of the framework should be directed to

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Fresh Start for Donated Computers

Since 1995, over 25,000 computers and printers have been donated to Manitoba schools and libraries, but they often arrive without their original Windows CDs and documentation. Recognizing that these computers likely would have been originally sold with Windows licences, Microsoft has initiated the "Fresh Start for Donated Computers" program to provide Kindergarten to Senior 4 schools with free licensing documentation and replacement CDs for qualifying donated computers.

After schools complete an online application and receive Microsoft's approval, they will receive a replacement CD of the Windows 98 or Windows 2000 operating system and a letter that verifies their licence. This will eliminate confusion about whether a computer is properly licensed, and streamline the process for setting up and maintaining donated computers in the school.

For more information on this program, visit <www.microsoft.com/education/freshstart/>.

Building Hope for War-Affected Learners

One of the priorities of Manitoba Education, Citizenship and Youth is to respond to the linguistic and cultural diversity of all learners in our schools. To this end, Manitoba Education, Citizenship and Youth launched a study in the fall of 2003 to promote an informed dialogue on the educational needs of adolescent and young adult refugee learners with English as an additional language (EAL)* learning needs who are from refugee/war-affected and interrupted learning backgrounds. The study's findings, synthesized from a survey of Grade 7 to Senior 4 schools, adult learning centres, a review of literature, and a collection of information on trends and promising practices in other jurisdictions, have important implications for our educational system.

Immigration data, provincial immigration projections, and the results of the survey of the Grade 7 to Senior 4 schools all indicate that these learners are an important component of current school-aged immigration to Manitoba, and that their numbers will continue to grow over the next several years.

The number of adolescent and young adult learners with EAL needs and from refugee/war-affected and interrupted schooling backgrounds in our schools and communities is growing and will continue to grow.

What do we know about some of the challenges these learners face?

Increasingly, these learners are arriving from difficult situations where they may have experienced multiple incidents of trauma and may have resided for extended periods in refugee camps with poor supports. Consequently, they may experience greater difficulties adjusting to and integrating into a new culture, and their capacity to learn a new language and develop academic concepts and skills may slow down.

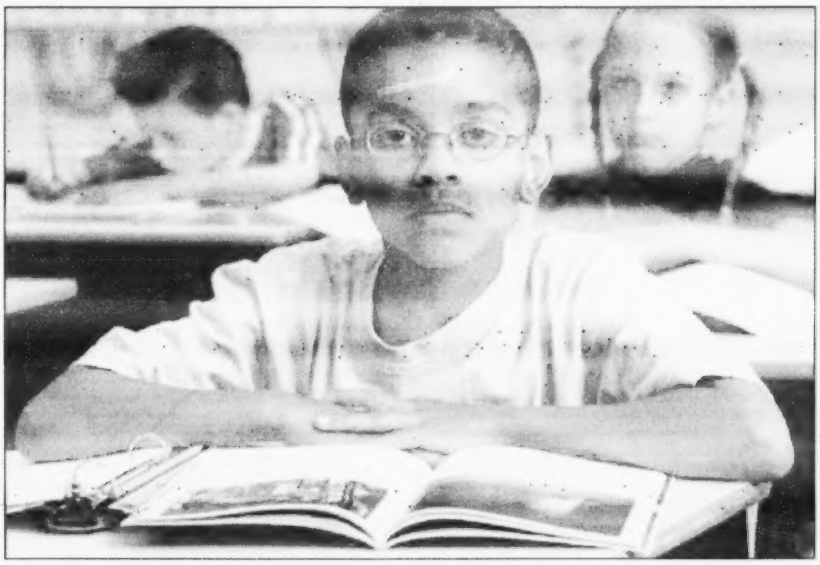
Research suggests that beginning EAL learners who enter the school system at the junior high and high school levels are likely to "fall out" or drop out of school. Although recent developments in Manitoba have resulted in greater flexibility in terms of students' ability to acquire Senior Years credits and meet graduation requirements, the results of the study suggest a high attrition rate at the Senior 3 and 4 levels.

What do we know about current programming and supports?

Survey results suggest that schools in Manitoba feel that they are not meeting the needs of these learners and recognize a clear need for improving programming and supports. The results of the survey of Grade 7 to Senior 4 schools indicate that 80.7 percent of responding schools feel that significant improvements should be made.

Currently, a mismatch exists between the programming supports these learners require and the programming actually available. The vast majority of schools reported classroom integration with teacher assistant support as being their primary vehicle for supporting these learners, followed by classroom integration with resource teacher support and classroom integration without any additional supports.

Schools with small and large refugee/war-affected populations recognize the need for specialized supports. Many schools with small populations report having a lack of appropriate programming, while schools with large refugee populations appear to be overwhelmed by the extensiveness of the support needed.



* *Also referred to as English as a second language (ESL).*

What do we know about programming needs and specialized support?

The results of the survey of Grade 7 to Senior 4 schools suggest that responding schools understand and recognize the need for more specialized supports. They reported a need for more resources, more intense support, additional expertise, and longer durations for support. They also reported a need to enhance programming for literacy development, to extend and intensify EAL programming and supports, and to address both academic gaps and socio-emotional needs.

There is a need for a well-planned, systemic response—one that is strong and substantial, equitably distributed, and consistently available to learners across the province.

Furthermore, early identification and program planning is critical. Only 24.5 percent of the schools surveyed reported having a formal assessment process or protocol. It is important that schools identify these learners as soon as possible so that appropriate planning and interventions can occur.

Although many teachers, schools, and communities often demonstrate compassion for these learners and dedicate significant time and effort to help them and their families, there is a need for a well-planned, systemic response—one that is strong and substantial, equitably distributed, and consistently available to learners across the province.

Increased attention and resources need to be focused on these learners and on developing more appropriate programming at the school, divisional, and provincial levels. Some of the initiatives announced in the *Kindergarten to Senior 4 ESL Action Plan 2005-2008* (May 2005) are the development of reception, assessment, and monitoring protocols and guidelines, an EAL curriculum and Senior Years EAL courses, as well as enhancements in EAL funding and an extension of the number of years learners may be eligible for support. These initiatives will assist in providing greater supports and resources for these learners. However, schools will need to be innovative and consider new and creative approaches, alternative models, and programming that may be more appropriate and effective.

Finally, better pathways and transition opportunities are needed to articulate with adult education programs, training opportunities, and post-secondary institutions. While Manitoba has policies and programs that facilitate transition for many learners, more specialized programs are required for newcomer learners in general, but specifically for those with interrupted schooling and EAL needs.

It we are to build hope for these students and families, Manitoba Education, Citizenship and Youth, school divisions, partner organizations, parents, and settlement groups must work together to identify, develop, and implement appropriate programs. Dialogue, collaboration, and a sharing of information and promising practices and models will be critical in stimulating positive developments and in building capacity.

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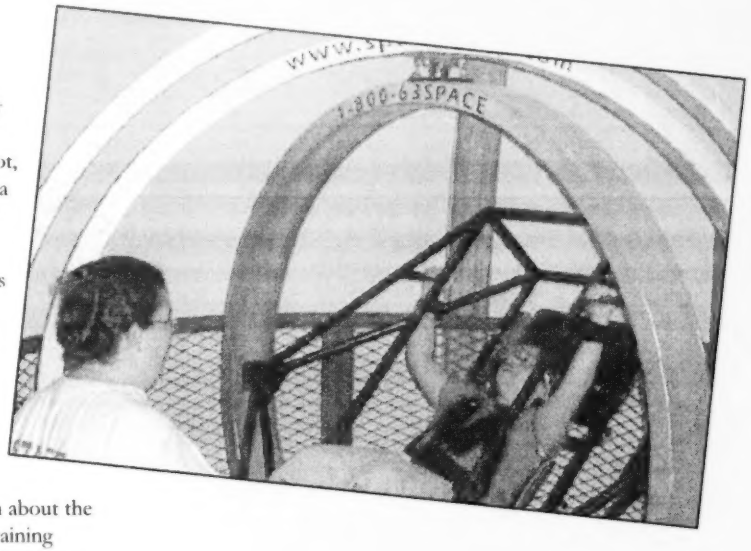
Space Camp

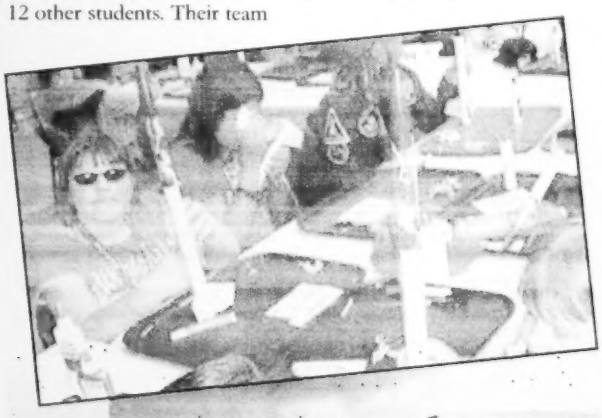
On September 23, 2005, after months of preparation and private fundraising, Harly Reimer and Tamera Froese from Garden Valley School Division travelled with Freya Martinot, Consultant for the Visually Impaired with Manitoba Education, Citizenship and Youth, to Space Camp in Huntsville, Alabama.



For one week of the year, this NASA centre admits only blind and visually impaired students to learn about and have hands-on experience with flight and space. This year there were 156 children from the USA, Canada, Ireland, and England, along with approximately 40 chaperones.

Harly and Tamera's Space Camp group learned about the various shuttle missions, simulated a Discovery shuttle mission, and learned information about the planet Mars. They also went on several astronaut training simulators that allowed them to experience one-sixth Earth's gravity, multi-axis training, and the six degrees of movement that a person would have on the Moon.

There were two Space Camp tracks: one for the Advanced Space Academy, and three levels of Aviation Challenge. Harly and Tamera were in one of two Space Camp groups with 12 other students. Their team won two of the three competitions, and Harly was named winner of the "Right Stuff" award for the Space Camp level. This was a real learning experience for the girls, as one had never flown on an airplane before. They had to use their independent skills in daily living while travelling and staying in a large site and dorm facility.



This trip was made possible by funds from the National Military Police Blind Fund, Winkler Lions Club, and several other Winkler, Plum Coulee, and Morden businesses.

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New ASD Programming Handbook

Parents, educators, and Manitoba Education, Citizenship and Youth share the common goal of ensuring that students with exceptional learning needs benefit from a high-quality educational experience that addresses their individual needs. Students with Autism Spectrum Disorder (ASD) have unique learning needs that are most effectively met with inclusive programming.

Planning for students with ASD is a team process that involves parents and other support personnel. It can be a complex process for teachers, schools, and school divisions to implement programming in inclusive settings that meets the unique learning needs of students with ASD.

To address this need, Manitoba Education, Citizenship and Youth has developed the document *Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder.*

Intended to be a tool for school and divisional planning teams, the ASD handbook outlines the planning, development, and implementation stages of appropriate educational programming for students with ASD. Also included are examples of strategies and useful appendices for teams to use in the planning process.

Handbook overview sessions were scheduled from September to November 2005, and school teams were invited to participate, including student services administrators, clinicians, resource teachers, classroom teachers, and principals. Morning sessions looked at the ASD handbook itself; afternoon sessions focused on school and divisional planning.

The English version of the handbook was released to schools. To download a copy of the handbook, visit <www.edu.gov.mb.ca/ks4/specedu/aut/>.

A French version is expected to be released this spring.

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Intensive Basic French Helps Students Succeed

One month after they started Le français intensif/Intensive Basic (Core) French, Grade 6 students at Windsor School and Shamrock School in the Louis Riel School Division could speak, read, and write at a higher level than their Grade 6 counterparts in the regular Basic French course.

Ms. Carole Bonin and her principal Ms. Sheena Braun, and Ms. Colleen Neil and her principal Mr. Charles Tinman organized for these students a three-day mini-immersion experience. The students were able to attend a camp in Beausejour in early October and take part in Le français intensif (LFI), also called the Intensive Basic French program.

LFI was initiated by Dr. Joan Netten and Dr. Claude Germain in 1998 for Grade 6 students in Newfoundland/Labrador. New Brunswick followed suit with its Grade 5 program. Saskatchewan, Nova Scotia, Alberta, and British Columbia were next to enter their students into the enriched, intensified Basic/Core French program.

Manitoba ventured into LFI this past September at Windsor School and Shamrock School with 18 and 28 Grade 6 students, respectively.

What is Intensive Basic (Core) French?

Intensive Basic (Core) French enriches the Basic French program by exposing students to a period of intensive French, enabling them to receive three to four times the number of hours of instruction normally devoted to French in the school year. This enrichment mainly occurs in the last grade of elementary, either Grade 5 or 6.

Certain adjustments need to be made to accommodate the LFI program. In "A New Look at Core French: Intensive French in Newfoundland and Labrador," Germain and Netten outlined how 60 to 80 percent of the school day is devoted to Intensive French. The total amount of time is thus increased from the normal 90 hours for Grade 6 to over 300 hours. This reorganization of instructional time is achieved by compressing the regular English curriculum and creating a concentrated block of time, generally in the first semester of the school year, that is devoted primarily to learning French.

Intensive French enables a wide spectrum of students to benefit from the advantages of a communicative experience in French. It was conceptualized as a language arts experience for students with literacy as its basis.

Across Canada, LFI is already enjoying incredible success, and it appears it will be no less successful here in Manitoba. In the words of some of the participating students, "J'aime le français!"

Readers are also encouraged to access the number of articles to be found on the Internet regarding this exciting new program, including those found at <www.caslt.org> and <www.unb.ca/slec/Publications/if_article.htm>.

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Healthy Schools in the Pembina Trails School Division

By Nick Dyck
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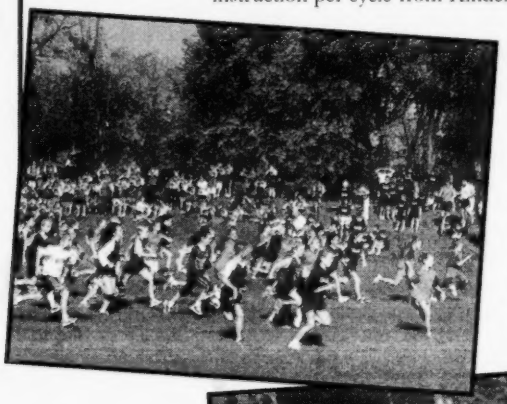
The schools of the Pembina Trails School Division (PTSD) are taking steps toward improving the health of students. Physical Education and Health Education programs in the division support the development of knowledge and skills necessary to make health-enhancing decisions, and the division and its schools are also making commitments to providing environments conducive to this program development.

Pembina Trails recently established a staffing formula that supports 150 minutes of physical education instruction per cycle from Kindergarten to Grade 8.



Instructed by specialists who have received training on the learning outcomes of the new curriculum, this innovative program includes diverse adventure activities, heart rate monitoring, use of pedometers, and changes to fitness instruction, which have all contributed to the movement toward a wellness-oriented physical education experience for all students.

Pembina Trails has taken on a number of initiatives related to the major health risk areas:

- The division hosted a Healthy Foods, Healthy Schools forum where teachers were provided with the latest nutrition information. The division is currently developing a divisional foods/nutrition policy.
- All teachers responsible for Human Sexuality instruction will be trained on the new curricular resources produced by Manitoba Education, Citizenship and Youth.
- A number of PTSD schools piloted a tobacco reduction program for the Addictions Foundation of Manitoba.
- PTSD has endorsed and approved Kids in the Know, developed by Child Find Manitoba, as the divisional personal safety curriculum. All schools received an overview of the document in preparation for full divisional implementation in September 2006.
- Policies have been revised to accommodate recent developments in the areas of field trips, risk management, and physical activity safety.

The division also supports its teachers with an extensive website on Physical Education and Health Education. The site provides teachers with lesson plans, online instructional resources, links to organizations that have information about Physical Education and Health Education, and professional learning opportunities. Teachers are encouraged to submit lessons, helpful websites, assessment ideas, and interesting activities and games that work. You can visit the website at <www.pembinatrails.ca/program/physicaleducation/index.htm>.

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Education Manitoba is distributed free to schools in Manitoba. This newsletter can be viewed online at <www.edu.gov.mb.ca/ks4/newsletter/>.

A similar document has been developed by the Bureau de l'éducation française Division for the Français and the French Immersion Programs.

Contact Information:

We invite contributions to *Education Manitoba*. When forwarding submissions, please include your name and telephone number, and send materials in print and electronic formats to:

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